**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 2.NBT.4**  **The Envision Lesson: 4-6 Before, After, and Between** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  | Before, after, between |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Calendar math review as a class. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  Invite 3 students to come up to the front of the class. Ask the class to identify who is before, between, and after. Have large vocabulary cards for those students to hold. Role play this with different students or situations (pages in a book, etc).  Put these three words in math journal using a graphic organizer. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *On document camera, model placing clear chip on hundreds chart using before, after, and between. Have a few students come up and model it as well. As they do this, ask ‘How do you know that \_\_\_\_ comes before 55?’ or ‘Can you explain why \_\_\_\_ is between \_\_\_\_ and \_\_\_\_?’ or ‘How does the hundreds chart help you know what number comes before, after, or between?’ Then hand out hundred charts and clear chips. As you call out numbers to mark on the chart, use the phrases, ‘What number is before \_\_\_\_\_\_? What number is between \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_? What number is after \_\_\_\_\_\_\_?’After they have had sufficient practice, pair up students and then they can take turns asking these same questions to each other.* | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Start with video clip of the Visual Learning Bridge from Envision. Then do the guided practice section on student page (120). Ask questions such as: ‘Why does that number go in that blank?’ or ‘How did you think of the number that goes after \_\_\_\_\_?’ Check for questions. Review that the number *before* is the number to the left (draw arrows, etc.) and the number *after* is the number to the right. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*    Students will play the center game with a partner and then complete the independent practice page on their own. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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